

## Blacksburg Primary

1010 East Cherokee Street  
Blacksburg, S. C. 29702

**Grades** PK-2 Primary School

**Enrollment** 490 Students

**Principal** Dr. Hal Howington 864-839-1106

**Superintendent** Dr. William B. James 864-902-3500

**Board Chair** Mrs. Sandra B. Greene 864-902-3542

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	0	0	0	0

## IMPROVEMENT RATING

GOOD

## ADEQUATE YEARLY PROGRESS

NO

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	N/A	N/A	N/A
<b>2004</b>	N/A	N/A	N/A
<b>2005</b>	Excellent	N/A	No
<b>2006</b>	Excellent	Good	No

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERFORMANCE RATING CRITERIA**

Student attendance rate	96.4%
Student-teacher ratio in core subjects	20.3 to 1
Percent of parents attending conferences	97.7%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	8.6

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☐ Conducting a self-study  
☒ State Department of Education  
☒ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☐ National Association for the Education of Young Children

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Primary Schools with Students Like Ours</b>	<b>Median Primary School</b>
<b>Students (n= 490)</b>				
First graders who attended full-day kindergarten	100.0%	No change	99.0%	99.6%
Retention rate	0.5%	No change	4.7%	4.7%
Attendance rate	96.4%	Up from 95.3%	95.8%	95.8%
With disabilities other than speech	0.6%	Down from 1.2%	3.8%	3.8%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

**Teachers (n= 29)**

Teachers with advanced degrees	48.3%	Up from 46.2%	52.5%	53.2%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	0.0%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	90.6%
Teacher attendance rate	91.6%	Down from 94.8%	95.1%	94.6%
Average teacher salary	\$43,227	Up 5.6%	\$43,227	\$43,053
Prof. development days/teacher	13.5 days	Up from 12.2 days	17.4 days	17.2 days

**School**

Principal's years at school	2.0	Up from 1.0	2.0	2.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.2 to 1	19.4 to 1	19.3 to 1
Prime instructional time	85.5%	Down from 86.9%	90.1%	89.2%
Dollars spent per pupil*	\$4,985	N/A	\$6,509	\$6,176
Percent of expenditures for teacher salaries*	67.0%	N/A	66.4%	63.2%
Percent of expenditures for instruction*	71.6%		71.0%	67.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.7%	Up from 95.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance rate in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This was the second year of Blacksburg Primary School in its new building, which was completed in the summer of 2004. Fencing of the grounds and around equipment was completed in the fall of 2005. Reseeding of the grass areas and removal of rocks will continue in the summer of 2006 along with making all playgrounds and the bus lot handicap accessible.

Our students showed improvement academically in both English Language Arts and Mathematics on two different measures of computerized achievement testing. All of our students were individually assessed in reading and writing at least twice during the year. This measure indicated an increase in the number of students reading on or above grade level by the end of the school year. Reading Intervention was provided during the school day for a number of our students who were reading below grade level. Remediation was also provided after school or during the summer session for those students in need of additional academic assistance. The extended-day (after school) program utilized computer assisted instruction to both assist and assess students. The extended-day program also focused on phonemic awareness and conferencing with each student. The extended-year program (summer school) focused on skills the students would need to be successful in the next grade. Students who were in the extended-year kindergarten focused on phonemic awareness and pre-reading skills along with basic math concepts during the summer session. We had an active and involved parenting program with an increase in participation from the previous year.

Our teachers and staff worked very hard. We had six members join our staff this year. Bertha Brannon was our Teacher of the Year and Shelby Garner was our Distinguished Teacher of Reading. Two of our faculty members are National Board Certified and all of our teachers are Highly Qualified. We appreciate the great support of our PTO as it provided assistance at all functions and activities.

Blacksburg Primary School is very pleased to be part of the South Carolina Reading Initiative. We were very fortunate to have a well-trained literacy coach in our second year. We had extensive staff development in reading and writing assessment and best practices. We were able to employ two reading interventionists who worked directly with small groups of students to bring them up to grade level in reading and writing. We will continue with year three in the Reading Initiative and will again utilize two master teachers as Reading Interventionists. Our teacher study groups will focus on writing composition and reading comprehension during the next school year. Six of our teachers began Montessori training during the summer. We will have two Montessori 4K (with some three year olds) classes and two Montessori 5K (with some four year olds) classes this school year. Our plans are to implement a Montessori first grade and Montessori second grade class during the next school year. All of our 4K classes will be full day this year.

Blacksburg Primary School is a Lighthouse on the Hill, a Beacon for Education.

Dr. Hal Howington, Principal  
Beth McCall, Chair of the SIC

**EVALUATIONS BY TEACHERS**

	Teachers
Number of surveys returned	28
Percent satisfied with learning environment	89.3%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	92.9%